

Improving COLLEGE AND UNIVERSITY *Teaching*

VOLUME III
1955

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Improving COLLEGE AND UNIVERSITY *Teaching*

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Written by Teachers

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They Wrote Upon the Heart

"What has he published?" This is a crucial question commonly asked about the college or university teacher. Not often by students, of course; they more likely might ask, Can he teach? If we were making up a roll of great teachers, how important would their writings seem? Would not we, too, ask, How well did they teach?

We could head our list with Pythagoras, "of all men the most assiduous inquirer," important in the history of mathematics and astronomy, but known most as the founder and leader of a scholarly brotherhood seeking the moral reformation of society. His college flourished for a generation. His teaching stirred the generations that followed, influenced Copernicus, and is honored to this day. Yet he wrote nothing.

Socrates, "the most righteous man of the age," who "knew both how to want and how to abound," who had a sense of humor, who knew how important it is to be "good company" if one is to win and influence one's fellows—Socrates, the man who was "all glorious within," takes a place in any list of the world's great teachers. He was a good citizen, a brave soldier, and a wise man. He was the center of a large company who revered his greatness of intellect and character. He was the center of an inner circle who shared more deeply his teachings and passed them on to the next generation and thence to our own day. Yet he wrote nothing.

Jesus, who taught as one having authority, inaugurated a world mission beyond his own country and time. He implanted in mankind a new sense of dignity and destiny. Those who heard him remembered. Those who witnessed his

works marveled. "Never man spake like this man." He is called the Great Teacher. Yet, save for an occasion when he stooped down and wrote upon the ground, he wrote no poem or essay, lecture or book.

All who saw the "Freedom Train" or who have read the charters of human progress know the significance of documents in our human heritage. We revere books and libraries as the citadels of culture and civilization. But we think in wonder of these great teachers who wrote only upon the heart.

The impact of personality upon personality, of teacher upon student, is of the spirit. Writings are not foreign to it and may aid it, but it goes beyond them. Through teaching the intellect and the heart receive their food: ideas and ideals. Personality itself is the embodiment, the incarnation, of ideas and ideals.

Let the teacher write what he has to give of facts and thinking for the contemporary world and posterity. Let him build up a worthy bibliography of contributions to that branch of human knowledge that is his specialty. But let him know that he has a greater and more important function than to write. That function is to teach.

R. S. V. P.

This quarterly journal, which now begins its third year of publication, holds out a standing invitation to college and university teachers to contribute. It welcomes reports of experience, thinking, and research in problems of teaching. Its pages are open to pointers and suggestions for better college teaching and the advancement of the profession. It has place for tributes to teachers and for many kinds of analyses and studies. The spirit of fellowship and cooperation among teachers of all fields of specialization can express itself perhaps most widely and effectively through a sharing in these pages.

Thus far forty-two college and university teachers in sixteen states and in twenty fields have contributed. The eleven writers of the signed articles in this current issue are located in California, Oregon, Texas, Kentucky, Michigan, and New York. They will be read by subscribers in every state besides several territories and foreign countries. This journal will continue to feature articles on teaching written by teachers.

Subscription price
\$2.00 a year
Two years \$3.50

PUBLISHED QUARTERLY
BY THE GRADUATE SCHOOL OF OREGON STATE COLLEGE,
CORVALLIS, OREGON
Entered as second-class matter, March 22, 1954, at the Post Office
at Corvallis, Oregon, under the Act of August 24, 1912.

Address correspondence to:
107 Commerce Hall
Oregon State College
Corvallis, Oregon

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White Chalk on the Blackboard

In a distinguished career as a teacher of microbiology, Dr. Marshall of the University of California Medical Center has made a number of contributions to college and university teaching.

By MAX S. MARSHALL

There's white, there's black; no tint between.
Truth is a plane that was a prism.
All's Blanshard that's not Bishop Sheen.
All's treason that's not patriotism.
Faith, charity, hope—now all must fit
One pattern or its opposite.

Or so it seems. Yet who would dare
Deny that nature planned it other,
When every freckled thrush can wear
A dapple various from his brother,
When each pale snowflake in the storm
Is false to some imagined norm?¹

Teachers and others are sometimes classified as persons whose views are either Black/White or Gray. The Black/White-minded persons seek definite answers and opinions, "yes" or "no;" Gray-minded persons search for the pros and cons and often wind up with indefinite answers and opinions, "maybe" or "under certain conditions." Those who are Black/White are likely to be irritated by the uncertainties of the Grays; the Grays, conversely, are likely to be upset by the assurance and dogma of the Black/Whites.

I would like to weigh these differences relative to teaching, but before this can be done an ambiguity in the common conception must be clarified. The true contrast is not between Black/White vs. Gray. Black/White and Gray are at opposite poles, which means that Gray has a positive quality that lends to it an equivalent decisiveness to Black/White. Let us call this positive opposite "Pure Gray," thus dissociating it from the more frustrating "Indefinite Gray."

In terms of symbolic shades, at one extreme is Black or White and at the other is a pure blend of the two or a Pure Gray. In between is found the confusing Indefinite Gray, a mixed up Black/White or Pure Gray trying to be one or the other. The Indefinite Gray finds it hard to decide on a course of action. Were he a physician, he would never become a surgeon, for the surgeon's knife cuts cleanly. A Black/White physician, however,

may well go into surgery, where he is in harmony with definite results. The Pure Gray physician, at the opposite pole, would be unpredictable; he may or may not go into surgery. Whereas the Black/White surgeon decides that the leg must come off and does not deviate from his decision, and the Indefinite Gray refers the case because he is at sea with a leg which cannot come off and be put back on, the Pure Gray surgeon may leave questions open dangerously, subject to changes or new information, but he has a moment of decision after which he acts decisively. He avoids conclusions until they are necessary; the Black/White surgeon seeks them. The Indefinite Gray, forever seeking conclusions but surrounded by doubts, can only lean on others.



In the schoolroom, two assumptions seem beyond question. First, the proportion of pupils and students who will eventually belong to each of these three groups will be about the same as the proportion in the general population. Second, though the proportions may differ in any specialized group, such as teachers, there will always be some members of each group around. In schools, then, all combinations of types among teachers and students are bound to occur. Which combination is preferable, and what can or should be done about it?

A clear answer is possible. Although at first any broad favoring of one side might seem to be improperly biased, a reasoned conclusion is nevertheless possible: that teaching demands a heavy overtone of Pure Gray among its teachers. Just as surely as reasoning indicates that teachers should be Pure Gray, so does the Constitution indicate that pupils, students, and other citizens are free to become Black/White, Pure Gray, or members of that hybrid class, the Indefinite Gray.

The Indefinite Gray can be discussed briefly and then set aside. There are many persons in

¹ From "In Praise of Diversity" in *The Love Letters of Phyllis McGinley*. New York: The Viking Press, 1954. 116 pp. \$3.00.

this group. They are respectable, they are socially valuable citizens, they are free, and not many of them could change or be changed. They may well be the meek who are to inherit the earth. The Black/White person who opposes all gray shades is annoyed by the Indefinite Grays but he is really disturbed by the Pure Grays; the Indefinite Gray is momentarily won over, and the Black/White, of course, believes that he alone is right. The typical adult Indefinite Gray is so frustrated by the if's, and's, but's and maybe's of life that decisions remain forever open, unless closed by circumstances or by someone else. Among students there are always some who will become typical adult Indefinite Grays, whether or no.

The Indefinite Gray needs association with a Black/White or a Pure Gray person, be it spouse, family, companion, teacher, or employer. These puzzled gray persons are needed social elements; they are not mere burdens. They help to preserve balance. Their membership includes a good bit of the sweetness and light of the world. They by no means deserve the recriminations heaped upon them because they are "weak." In schools, the Indefinite Gray student who cannot change, a member of this group despite anyone's choice or guidance, must be taught as such. Lacking decision, he requires guidance and even dogma which should be avoided for others. This is an important matter, for it indicates a reason for weighing the outlooks among students in teaching. Monovalent teaching of Indefinite Grays leads to serious error. Their special needs are important. Because dictatorial dogma is common in teaching their needs are not uncommonly met, whereby the Black/White and Pure Gray students become the losers, victims of the same over-guided system.

To express a preference for teachers with Pure Gray outlooks over those with Black/White outlooks calls for justification. Let us now turn attention to pupils or students and to teachers with these stronger viewpoints.

Education can certainly broaden the bases of outlooks toward cleaner blacks and whites or purer grays, but it cannot and should not make Black/Whites out of Pure Grays or *vice versa* any more than it can or should change persons in their religious or political beliefs. Students can learn something of each viewpoint, including respect for each, but the essence of democratic education permits no swaying by indoctrination and slanted teaching. A good Pure Gray teacher is disturbed when a young Black/White person refuses to go further, with so much yet to be seen

and learned. However, this young person will eventually do his own deciding anyway. To influence students unduly is subversive; and not to influence them at all is commonly regarded as poor teaching. The only way out of this dilemma is high objectivity and full coverage. That this easily overflows into indoctrination and an effort to get a student on the teacher's side is evident. The competence of a teacher is commonly measured, in pretense, by his success as an indoctrinator. Vigorous distortions by teachers are often tolerated because he is a "good teacher," that is, he puts over his distortion! The rights of students and pupils to be Black/White, Pure Gray, or Indeterminate Gray, Democrat, Republican, Mason, or Rotarian are their own. Realization that these are similar rights is imperative. At the end of formal education, students fall into different outlooks and groups, even in countries in which indoctrination is considered proper or mandatory.

The present claim, that teachers should be Pure Gray, appears to be a conclusion contradicted by the claim for balance in teaching, like saying that teachers should have one religious or political faith. The answer, however, can be cross-checked. Not all teachers will be Pure Grays, of course, any more than all teachers will be pretty, but it helps. Likewise, all Pure Grays will not be good teachers, any more than all sympathetic persons will be good teachers, but the quality helps. The Pure Gray outlook helps in major degree. It is worth considering in selecting, accepting, or training teachers. Of various virtues sought, this one, seldom specifically discussed, stands high.

The reason can now be distilled from what some readers (Black/Whites!) will have no trouble in thinking of as well-fermented mash. The process of education requires a mind which is both open and receptive. To direct students toward the possible conclusions does not require or permit a teacher to insist on his conclusions. Political parties and religions, so often argued, can be parts of education, analytically and descriptively presented, without conclusions, designations of virtues or faults, or pressures toward one side or the other. This is not easy but it is the only legitimate goal in education. A psychologist may distort his subject in order to push his political creed. A scientist may advance a mellifluous theory to gain personal satisfaction or prestige, fooling himself as well as others, and thereby appearing to fill a gap in knowledge; but in fact he is effectively closing the door on the further analysis which is so much a part of educa-

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tional processes. A teacher of history who presents his personal choices too sharply or without so labeling them may well prevent the discovery of the whole truth by his students, perhaps for a lifetime. Once I took a course in United States History in a New England school. Only later, through reading and travel, did I discover something of Virginia, St. Augustine, the Gran Quivira and the Pecos, the Indians of the plateau country, and mounds of Indians long gone. The history of the Americas expanded and my respect for the teacher of history shrank so much that only recently have I rediscovered those valid units of history, the Pilgrims. These distortions by teachers are impositions of major import. They are educational crimes.

Unbiased teaching, which requires whole values, is necessary in a search for truth to which education must be consecrated. Oddly enough many of our most ardent champions of this ideal are Black/White distorters of the ideal itself. They wish to indoctrinate students with their black or white conclusions and feel that Pure Gray analysts are thwarting them. This is hardly progress toward truth. The essence of sound educational presentation lies in the purity of its grayness, even when it is presented by Black/White teachers. The grayness is, of course, symbolic; it can be discerningly confused with drabness, but this is false.

How an antibiotic works or whether or not democracy is the most reasonable manner of living are problems which can only be studied, not solved. Outside the schoolroom men have to form conclusions. Inside the schoolroom both sides are dispassionately weighed by good teachers, with consequent steady advancement toward truth. The Black/White teacher is likely to be impatient and too full of answers which he proceeds to sell; he fails to meet this requirement. The Pure Gray teacher, concerned with study and search, makes the reasoning and unbiased teacher. In a degree the Pure Grays belong in schoolrooms and the Black/Whites run the world. The Black/Whites agree with this too quickly and make me suspicious. The idea is unkind and is too broad a generalization. Both are needed.

In schoolrooms there are and will be these combinations: Black/White teachers working with Black/White and Pure Gray students, and Pure Gray teachers working with these two types of students. The omission of the indefinite shades of gray permits an insight into what goes on, not otherwise possible.

BLACK/WHITE TEACHING BLACK/WHITE

This combination fits together smoothly, but harmony does not prove that a combination is educationally perfect. The teacher says that the dog is black and this type of student experiences satisfaction in gaining definite knowledge from a superior authority. On examination papers and all the rest of his life, he says that the dog is black (some such students will always say that the dog called black is white). Being Black/White and having been taught a conclusion, he does not explore and find out, for example, that the impression is of blackness but the skin is pink, the paws are white, the tongue is red, the claws are ivory, there are tan spots, and, to paint a picture of this dog with black paint would permit only a light impressionistic portrait.

BLACK/WHITE TEACHING PURE GRAY

When this same Black/White teacher faces the Pure Gray student, the results are less predictable. I have seen many such students go into emotional crises because of the limited and iron-clad dogma of Black/White teaching, knowing that it is not justified and resenting the imposition of knowledge by authority, not only on them but on the Indefinite Grays and Black/Whites among their fellows who are taken in by it. Indefinite Grays, easily caught by the Black/White teachers, at least until they become confused by the fact that these teachers fight among themselves, are numerous enough to add to the already adequate self-assurance in Black/White teachers. Students do not have to think with these teachers. There is nothing indefinite to add to the worries of students who do not think. Students are allowed to go along scooping up dogma as a whale scoops up squid, never gaining an education to the limits of their restricted powers. Dictators, of course, make Black/White teaching the central thesis of their purported education. These decisive persons often support the notion that anything other than Black/White dogmas merely adds frustrations without accomplishing anything else. Authoritarians of this sort never learn how many of those whom they call Grays, without distinction, are nothing of the sort when given opportunities under Pure Gray teachers.

PURE GRAY TEACHING BLACK/WHITE

These teachers can have trouble with Black/White students. If they are worth their salt, however, they recognize the difficulty and meet it with genuine educational progress. The trouble lies in

the feeling of insecurity on the part of the Black/White student. Seeking what he views by previous experience and by nature as a definite and concrete truth, he is constantly thwarted by these teachers every time he approaches an answer. The gradual realization that an understanding of the whole truth demands all sides may be more than the teacher, himself unable to admit that the pinnacle of truth can be attained, can accomplish. Education is not a series of static pictures run through a movie projector. It is a healthy process of continuous development. A smart Black/White student with a good Pure Gray teacher will see both the black and the white sides of what his teacher views as components of a gray whole, but his future conclusions will be more guarded. He is after an education, and understanding. This type of student may well see the weaknesses in distortions made to gain conclusions in unsupported bits of dogma, or in the battles between authoritative Blacks and assertive Whites.

PURE GRAY TEACHING PURE GRAY STUDENTS

Pure Gray teachers have little trouble with their counterparts among students, since both prefer analysis and understanding to conclusion. Some of these students feel that they do not progress, but they learn in time that apparent progress is often artificial, not progress but a block to progress. Even when there is personal incompatibility, our goal in these combinations is not harmony between students and teachers, but education; harmony, though desirable, is secondary.

A teacher is morally obliged to present all phases of his subject with as little bias and as much reasoning and knowledge as he can. Unless this is done, we have the frank patterns of fascism, communism, and all too often advertising and commerce, expedient indoctrinations rather than education. They occur daily in our present schools. Compare a careful historian, albeit Pure Gray, with one whose views are strongly sectional or sectarian, with Black/White assurance. Unbiased teaching is a commonly recognized virtue, but the reason for bias and a method for circumventing it are rarely considered. Many teachers feel that as citizens they may fight for their Blacks or their Whites, their own preferences. Teachers, like military or other governmental employees, ethically should be neutral. In the schoolroom, biased teachers are certainly out of line; this is true even though we must

admit there are no wholly unbiased teachers. The idea that a teacher is unbiased because he is a teacher has been disproved over and over.

A teacher is, or should be, a searcher for truth. He is neither a preacher nor a fountain of truth. When he is selected, perhaps he should not be asked his race, religion, or politics, though these are factors much easier to write off than to dismiss in realistic social or educational terms. Perhaps a few paragraphs ago you would have argued that any inquiry designed to reveal whether or not an applicant for a teaching post is Pure Gray or not, in major degrees, was improper, but I hope that now you will reconsider. The judicial outlook of teachers and their biases are significant, not only because of the likelihood that their slanted views will be imposed on students but in terms of efficacy in teaching. The less there is of Black/White and the more of Pure Gray, the better. There are satisfactory Black/White teachers, of course. Philosophic outlook is not all, any more than is personality, training, or intellect. The fact remains that the teacher who wants the whole problem with its parts in true proportion instead of a definite conclusion, however forced, who wants to inform his charges and help them to think rather than to put over or sell his personal side, is the backbone of education. He is also Pure Gray in basic outlook.

The Pure Gray deserves recognition as such. This outlook is a prime virtue in the provocation of study, learning, and understanding. The Pure Gray teacher is desirable, whereas Black/White teachers have to be viewed with caution. A solid Pure Gray will demand that his students learn to stand alone on an issue, on whatever side. To seek such teachers is far better than to seek an equilibrium among different views, the conservative with the liberal, the ethical with the amoral, the religious with the atheistic, or the tough with the ethereal, as is necessary when dealing with Black/White teachers. The charge of mediocrity, sometimes made against the shades of gray, is not justified. To be sure, the charge fits the more marked Indefinite Grays who vacillate between Black and White and are unable to cope with Pure Gray. The Pure Grays, however, less assertive about purported truth, are ardent searchers for truth and they bring their students as near to that truth as the students can get, with better and more ethical steps of maturation.

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The Librarian---Warehouseman or Educator

When Dr. B. Lamar Johnson became both Librarian and Dean of Instruction at Stephens College, the announcement underlined the close relationship between a college's book collections and its faculty. Librarians in colleges once were merely faculty members who assumed special charge of the books. Should librarians again become teachers? This and related questions are considered by the head social science librarian of the University of Oregon.

By PERRY D. MORRISON

Defense of a middle position has the inherent difficulty of exposing one to fire from both flanks. Nevertheless, we propose here to argue a middle course between two extreme views of the functions of college and university librarians. In the process we shall indicate some contributions a middle-of-the-road librarian is particularly well fitted to make toward the improvement of college teaching.

To avoid a play on the name of its most articulate recent exponent, E. B. Barnes, we shall designate one of the extreme views as the "warehouse" theory of librarianship. In an article entitled "The University Library—Service or Resources?"¹ Barnes contends that the university must choose between the two, that service is a luxury, and therefore must give way to resources. Aid to the student in the use of the catalog, for example, is no concern of the librarian and "must represent an unwarranted charge against the budget" of an institution whose primary function is to provide materials for research. Barnes assumes that the reader understands that such is not the policy of the institution with which he is connected, but he does make it clear that in his ideal university any impetus toward guiding students in the efficient use of a library must come from instructors assigned to academic departments and not from the library staff.

The other extreme of the question is found in David K. Maxfield's "Advisement" program at the Chicago Undergraduate Division of the University of Illinois.² Maxfield has abolished the reference department of his library and replaced it with a Department of Instruction and Advisement staffed with Counselor Librarians. These remarkable people collaborate with the Student

Counseling Bureau and other departments "to bring modern student personnel philosophy and methods to bear on library activities and opportunities." Sterling achievements are claimed for this excursion of librarians into student personnel work: "general education objectives were furthered, reference service was revitalized, library instruction effectiveness was increased, and the library began to assume an important role in the over-all advisement, guidance, and counseling activities . . ."

In all fairness we must admit that both of these extreme programs were designed for special kinds of institutions. The Barnes idea would apply to a university in which research is emphasized rather than teaching, a return to the Renaissance institution in which students were suffered to pick up such crumbs as might fall their way from attending the scholar as he works in search of absolute truth. The contrary "advisement" theory would serve an institution which puts emphasis upon teaching for vocational and social adjustment. Most universities—and colleges too—have broader objectives than those covered by either of these theories. Teaching and research may be "confused allies"³ but allies they are. A few very large and wealthy institutions are trying to separate the library service furnished to each of the two aspects of academic life. Most libraries, however, serve best which serve both teaching and research from the same collection. This is not only a less costly plan but also narrows rather than widens the gap between teaching and research.

Even assuming the definition of a university postulated by Barnes (he is not describing any specific institution) we have objections to the warehouse approach to the librarian's task. In practical situations, librarians who take no interest in their patrons soon lose the support of the community and hence face a declining budget even for the limited purpose of buying books. They have also found that the moment of contact between a book and a reader is a moment of great significance for research as well as teaching. The teacher, the scholar, and the librarian should be prepared to make the most of it. As we shall point out later, it is at the beginning of graduate work that students feel most keenly the need for the services of a librarian. If the primary purpose

of a university is to encourage scholarship, then it cannot afford to neglect its midwifely duties at the point of metamorphosis when a student becomes a fledgling scholar.

The advisement idea also is vulnerable at the point of the budget. Staff must be provided to perform the traditional library services while librarians are busy working at the counseling center since the program does not envisage any reduction in the regular counseling program nor of its specialized staff. To put it another way, the Maxfield system violates the principle of division of labor about which the scientific management people are continually reminding us. Books are indeed useful in the guidance process but it does not follow that because he has a connection with books, a librarian must thus become a professional psychologist. Books treat of animal husbandry but that does not mean that librarians should take up stations in the cattle barn.

We suspect any force that drives a librarian from the educational duties arising naturally from his custody of books into fields which more logically lie with another specialty. It smacks of the erroneous idea that he will achieve a higher status in the academic pecking order by this device. One has only to state it bluntly to demonstrate how foolish such an idea is. Other members of the academic community, who have had unfortunate experience with librarians thus obsessed, tend to regard all members of the profession as rank social climbers. This, in turn, has led many faculty members to avoid calling upon librarians for those educational services which they are best trained and equipped to give. N. Orwin Rush has described this lack of coordinated effort between the teaching staff and the library staff in understanding the part each is equipped to play in the education of the student as "one of the greatest gaps in education which has not yet been bridged."⁴

Milder views of the librarian as educator have been voiced many times. As in all controversial areas, even these moderate expressions vary on a scale from left to right: The well-known Stephens College plan by which the library and teaching programs have been merged in a junior institution is not too far from the advisement program described above, but does not require librarians with clinical training.⁵ On the other hand, programs at Chicago and Brown call for teacher-librarian-specialists who in most cases have no library training at all. Such programs differ from those advocated by Barnes in that these

specialists are on the library staff rather than on the staff of academic departments.⁶

For a good, specific treatment of the middle view of the educational function of librarians we commend Unit V of the recent "syllabus on the improvement of college instruction through library use" entitled *The Library in College Instruction* (1951).⁷ The first two-thirds of this very helpful book, however, tends to assume that every man will be his own librarian. It consists largely of an extended bibliography of reference and bibliographic works in various fields with which one presumably must be familiar in order to use books effectively in his teaching. To say that a teacher need not know intimately each and every one of these encyclopedias, catalogs, lists, and guides is like coming out in favor of sin. Indeed, a teacher cannot function at full capacity without being familiar with the monuments of general bibliography and with the specialized works in his own field. Still, many a teacher has done an outstanding job without mastering the entire two-hundred page list—provided his librarian did know them well and the instructor was not loath to call upon his colleague's skill and training. Furthermore, a teacher who can turn to his librarian for help with his teaching program may have some time left over for the basic research work which is the life blood of higher institutions.

The idea is well documented that serious educational functions arise naturally from the normal duties of librarians as selectors, arrangers, keepers, and interpreters of informational sources. Unfortunately most of the writing has been by librarians who scold either themselves or their teaching colleagues for not making more use of this educational potential. We were therefore encouraged to find some of these ideas coming from the other side of the slate in the August 1954 issue of *Improving College and University Teaching*⁸ in which three teachers discuss the question: "How shall I manage my college library assignments?" We propose here to amplify the educational point of view expressed by Professors Ehrhardt, Gerletti, and Crawford. Although librarians might counsel caution in the use of such devices as reserve shelves in faculty offices, we find most of the demands made upon the library staff by these three teachers too modest if anything: Using some of their suggestions, we should like here to suggest ways in which most librarians are prepared to go the proverbial second mile.

Under the heading "Directing Students to

Desirable References," Ehrhardt and company testify that "friendly cooperation with librarians will pay long-term dividends in making my library assignments easily accessible to my students." Indeed it will, but active librarians are taking great pains to assure that this cooperation will not only be friendly but also intelligent and expert. One device being adopted to insure these dividends is subject specialization of the library staff. Where buildings permit, libraries are grouping their collections around librarians with subject training who understand the objectives of teaching departments. These subject specialists examine incoming books, films, records, pamphlets, and documents not from the standpoint of housing them but of encouraging their efficient use. Such librarians can be of great help, for example, in constructing the bibliographies which our authors hope "will accurately and conveniently guide students to their readings." If such a librarian is apprised of the objectives of an assignment he can frequently suggest additional reading to the exceptional student who wishes to go beyond the formal list. He may also safely be empowered to report when the stock of approved titles is under too heavy demand and to suggest additional references from books, periodicals, pamphlets, or government documents. Modern open-stack operation of a library enables librarians to counsel with students right among the books and to encourage the sort of exploration our authors designate as "digging for treasure... not too deeply buried."

Librarians of the sort we have in mind can be of considerable help to students in the use of polemical material—that which is often miscalled "ephemera." They acquire expertness in this field willy-nilly since they must decide daily upon whether given pieces of propaganda, special pleading, or commercial promotion are to be included in the library files. These short, clearly and simply written pamphlets are very popular with students and account for some weirdly one-sided term reports. Your librarian now understands the educational values and pitfalls of this sort of material and is prepared to help students to use it wisely and to advise them to consult with their instructors about how to balance one glib point of view against another.

"...Invite a member of the library staff to address the class on the most convenient routines in locating assignments." The modern reference or subject librarian is prepared not only to discuss the use of the library mechanically but also

with an appreciation of the nature of the literature of the subject under study. He is much concerned that his instruction be as specific to the needs of the class as possible. He will appreciate the teacher's indicating the problems on which the class is working so that he may illustrate his remarks with examples which students will instantly recognize as pertinent. He will also appreciate beforehand an indication of features of the library that seem to bother students. Sessions of one or two class periods held in the library are of great help but the question of really adequate instruction in library use is an unsolved one: Usually tucked away in the English Department or in the Education Curriculum is a course in library use which many faculty advisers do not realize is of general application. If students generally were advised to consider taking this course, management of library assignments would be considerably easier. If even a few students have taken such a course they will encourage in others that resourcefulness upon which our authors advise teachers to capitalize.

All of this is well and good, but there comes a time when the student must leave the shelter of the well-managed assignment and strike out for himself. In saying that most librarians are not, and should not try to be, psychologists or even student personnel workers, we do not wish to imply that we have no regard for individual differences. To the limit of time and energy available, librarians should meet with individuals and with small, selected groups or with seminars in situations more leisurely than those prevailing at the charging desk. Our experience is that students in upper division and beginning graduate work profit most from this type of contact with librarians. A superior student can often go through his introductory class work depending almost entirely upon reserved books or the simplified collections in an undergraduate or departmental library. When such a student faces his first piece of serious practice research, say a senior thesis or a master's project, he finds that no one has placed a carefully selected bibliography on reserve for him. He must now select pertinent material from the complex maze of the general collection. This student is a motivated one: he responds eagerly to all of the bibliographic information his instructor and his librarian together can give him.

Under the heading "Relieving Congestion at the Library," Ehrhardt and his colleagues skirt the fringes of a high-priority problem for li-

brarians who intend to make their collections serve educational ends to a maximum. We speak of the participation of librarians in academic planning. Quite truly librarians frequently first hear of a new program through a "near riot at the call desk." Others more cleverly get some advance notice through what has been called the washroom and faculty club technique of library administration.⁹ One hopes that the mechanics of consultation will be less haphazard, for a librarian can often give a fairly accurate off-the-cuff idea of whether the library's resources can support a given project. Failing that, he is equipped to check his holdings against standard lists and thus not only give a specific indication of the strength of the library in the field but also suggestions about titles that should be considered for purchase. In the matter of duplication, for example, unless he is aware of impending needs, the librarian will not multiply copies of a given title. Shelf space is too precious. But if he knows what is forthcoming, he often can obtain duplicates of standard titles from gifts that come into his library or surplus copies from other libraries. In planning new courses or new approaches to old ones, instructors may well make use of the librarian's skill as a bibliographer. Frankly, your librarian tends to be somewhat vain about this skill and will often give of it more freely than a teacher might feel justified in asking of him. He will often draw up tentative reading lists himself or assist graduate assistants to whom such work is often assigned. Nothing is more discouraging to the student than enigmatic citations on his reading list—unless it be items which turn out to be irrelevant!

Your librarian has a contribution to make under the heading "Checking Assignments" that goes beyond those suggested in the paper upon which we are basing our remarks. He meets students on a basis which is different from that of classroom teachers. For one thing, he does not grade individual papers. For this reason he can assess the effect of an assignment on the class

as a whole in a different way. If an assignment results in a last-minute rush on Keller's *Readers Digest of Books*, he suspects that somewhere, somehow the project was not properly planned or the class not properly inspired. Realizing that a candid opinion about the effect of an assignment is strong medicine, your prudent librarian will not give an instructor this information voluntarily. But it is often the prudent instructor who has the intestinal fortitude to ask for it. The news is more frequently good than bad; for librarians are equally as aware of assignments that do result in constructive reading as of those which do not.

In sum, the evidence indicates that no one really desires that librarians be what Archibald MacLeish is said to have termed "bellhops in the morgues of culture." Nor does it seem desirable in most institutions for them to seek enhanced status as educators by posing as psychologists or personnel workers. Education is already part and parcel of their daily contact with students and faculty and represents a potential upon which we have only begun to capitalize.

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On the Basis of Accomplishment

"In the realm of uncorrupted science, national and racial and color bars are down; all are accepted on the basis of accomplishment."

RACKMAN HOLT
George Washington Carver: An American Biography.
New York: Doubleday, Doran and Co.
1944. Page 320.

The Role of the Administrator in General Education

Release of student powers through General Education may be a more powerful force in the flow of centuries than all the unshackled energies of the atom in the view of Malcolm S. MacLean. Dr. MacLean (A.B., Michigan, Ph.D., Minnesota), has served as director of the University of Minnesota General College (1932-40), president of Hampton Institute (1940-43), and since 1945 as professor of education at the University of California, Los Angeles. He has been consultant to colleges and universities in California, Texas, and Wisconsin. In reading what Dr. MacLean says, the question may be considered: Cannot administrators promote other aspects of college and university education in much the same way they can promote General Education?

By MALCOLM S. MACLEAN

The majority of teachers are not adventurers. In general they find peace and security in established routine and easy conformity, but when educational and societal pressures force a revolutionary change, such as the powerful movement for General Education, the pioneers and the experimenters move out ahead. If they are to succeed in their venture, their administrators must provide them with every possible means of intercommunication so that they may work as a combat team. Only so can they master the strategy and tactics, the methods and the instruments by which they can establish themselves against the attacks, the criticism, and the carping of the defenders of the *status quo*. And only so can they feel the security of mutual support.

Administratively this togetherness can be managed in several ways:

► Frequent staff meetings may be arranged, with carefully planned but not rigid agenda which include discussion of tools and techniques. At Minnesota an instructor who was trying out a new gadget or an experimental technique in lecture or discussion invited both administrators and other teachers in to watch and criticize, and followed with a clinical session.

The administration at Stephens College has for years held a fall conference. San Francisco State College for each of five years has held three-

day meetings among the great pines on the sea-shore at Asilomar. Fresno State College faculty get together at Yosemite. In the old days, our General College staff fished, cooked, chopped wood, and discussed tools and techniques of General Education on an island in Minnesota. The mixture of work and play not only builds morale and confidence bred in intimacy, but illuminates brightly much of the *how* of the process in classrooms thereafter.

► Space, funds, and process for a General Education staff library may be provided. With a few hours a week of technical assistance from a member of the central library staff, this unit readily becomes a central source of stimulus and information. By reading widely in the field, teachers gradually acquire illumination on how other teachers in other institutions are devising new tools and techniques or adapting old ones in new ways to the problem of synthesis.

► It may be made possible for instructors who are puzzling over how to use best the lecture-demonstration method in science, role playing, or the physical setup of a writing laboratory, to visit other colleges where these kinds of materials and processes have long been established. An administrator will often find, as I have, that standing the costs of even extended trips for his teachers pays large dividends. They return home with a new confidence, not only because they have learned new tricks of the trade, but because they sometimes find that they have been handling their work more effectively in some ways than have the instructors at a more publicized institution. Further, they usually strike up professional association with other workers that leads to continuing correspondence and occasional visits.

Whenever possible, the alert administrator will stimulate and support requests for grants from foundations for fellowships to enable teachers to take a half year to a year of travel and study. A further means of bringing about this essential cross-fertilization, and one that I am certain will be more frequently used, is arranging exchanges of instructors with other colleges for a summer session, a semester, or a year. In addition, it is necessary only to mention the familiar device of bringing in known effective workers from other colleges as consultants on tools and techniques and their effective use.

¹ Condensed by permission from *Accent on Teaching*, edited by Sidney J. French. New York: Harper & Brothers. 1954. xii + 334 pp. \$4.75.

PROVIDING PHYSICAL FACILITIES AND TOOLS

Development of a variety of working spaces designed for maximum effectiveness in teaching and learning in General Education; equipping these classrooms, studios, stages, and laboratories with efficient tools; training teachers to make best use of them; employing skilled technicians to service them and keep them in repair; and evolving a process to accomplish these things with a minimum of friction and breakdown require much careful administrative thought and the making of many decisions. This process demands cooperation of many specialists: the president, deans, comptroller, architect, superintendent of buildings, artists, engineers, technicians, and the faculty who are to do the teaching. It involves masterly budgeting, for in most institutions General Education is in competition with traditional and established departments for funds.

► Working space is important not only for efficiency of the teaching and learning process but for the atmosphere it creates. Therefore, team planning of the makeover rooms or the building of new ones is essential. In this process, the administrator has a number of tasks. He must provide budget as nearly adequate as possible to do the job either in its entirety or by stages with a predetermined priority. He must see to it that planning and execution are effected by proper teamwork, and that the latter is supervised so that things are done right. He must arrange for people with know-how to give consultant services for the faculty on what can and what cannot be done with money and materials available.

► Selection, purchase, placement and use of audio-visual equipment and supplies are another process that needs close administrative attention. Without it, money, time, and effort can be lavishly wasted. I have seen a thousand dollar projector, bought by an enthusiastic staff member or one high-pressured by a salesman, used twice, and stored away to gather dust in an attic. I have seen departments, housed next door to one another, buy identical costly radios or motion picture machines, each of which was used no more than a half dozen times a year. Sometimes these machines have been replaced with new ones or let to lie idle, simply because they were handled by amateurs with no knowledge of simple repairs. With the development of television, which bids fair to become one of the most effective of teaching instruments for General Education, the administrative problems involved are becoming more

acute. Such questions arise as these: Shall equipment be centralized, stored in one location, serviced and repaired there, and distributed to the classrooms on call? If so, what is the most efficient mode of scheduling? Ought these materials and tools to be handled, like books, by the library? Shall administration provide projectionists or arrange to teach staff to do their own operating? What sort of arrangements should be made for replacement of worn-out or obsolescent tools? What sort of budgeting should be done, and to whom should budget allotments be assigned? These questions only administration can answer. Upon the answers will depend the efficiency with which the staff will use its tools and techniques.

► The problem of library service for students and staff in General Education is complex. No matter what sort of a program is being developed—rationalist, neohumanist, or instrumentalist, or any blend of these—books and periodicals still constitute the basic materials of instruction. These materials do not fall into the neat and tidy categories of the subject-matter disciplines. For a single course, a teacher may need both current and ancient stuffs from fifteen or twenty different fields. Out of varicolored threads of man's thought, feeling, and action the master teacher weaves his course pattern. In consequence, the whole operation of library services needs to be rethought by administrator, teachers, and librarians. The problem of centralization or distribution again rises here as with audio-visual materials. Again team planning and administrative decision are essential.

PROVIDING DIAGNOSTIC TESTING AND COUNSELING

If teachers are to invent, adopt, and use tools and techniques for effective general education, it is essential that administrators furnish them with the best possible diagnostic and counseling services. We cannot know what to teach, how to teach, or when to teach until we know thoroughly whom we are teaching. We must have diagnostic testing: (1) to learn the range and level of academic ability of the students in the program of General Education; (2) to learn to what extent students already possess the knowledges and skills, the attitudes and values we hope they will gain from our courses; (3) to determine by what tools and techniques the students, individually and in the mass, learn most effectively; (4) to identify their interests so that we may determine in what areas of General Education we may expect to

find them most zestfully motivated and in what areas we may find the going rough; (5) to find out, if we can, to what degree the students have the power to see wholes instead of parts, to tackle unfamiliar problems and walk all around them, to comprehend interrelations and interactions.

While testing and counseling have not yet developed their methods to the point where they can give us all the answers with fine discrimination, they can nevertheless give us far more and better ones than any teacher can find for himself. When testing and counseling services are well organized and manned, their personnel become an important part of the General Education team. They not only feed the teaching staff important information upon which the teaching can be made more effective, but they also pick up a continuous flow of student evaluation of the program, the teachers, and the methods used.

PROVIDING RESEARCH AND EVALUATION

No administrator should support the launching of a General Education program without setting up at once the ways and means of continuous research in the meaning and process of General Education and in evaluating the outcomes of the whole effort and of each part of it. At Stephens the late Dr. W. W. Charters directed research on every aspect of the program there for a period of twenty-five years. At Minnesota the General College made effective use of the University Committee on Educational Research to help the staff devise its course and comprehensive examinations, the Testing Bureau, the Health Service, the various speech and reading laboratories, as well as many master and doctoral candidates from various departments who were interested in investigating one or another aspect of our problems, or in refining or developing instruments to find out what we were getting for what we tried to do. These research activities bore directly upon the values and effectiveness of our tools and our methods. For example, item analysis of our examinations, involving over a million analyses, showed the staff the difference between valid and invalid questions and gave them a growing confidence in the use of these measures and in the effect of their teaching. Experiments were designed to find out whether propaganda-slanted movies swayed a class toward or away from a particular concept in the social sciences, others to check the efficiency of sound recordings and

motion pictures in improving the speech habits of our students. There is no end to the opportunities for research projects opened up by a developing program of General Education.

PROVIDING RECOGNITION FOR ACCOMPLISHMENT

General Education in its modern dress has had, and is in many quarters still having, rough going, as is the lot of most new ventures in academia. It shares the same sort of growth pains that the sciences suffered from in the late nineteenth century and that engineering, agriculture, home economics, and professional education have had in our time. Entrenched academic and professional departments have eyed it as an intruder from the beginning. They have criticized and caviled at it. Many of them have been unwilling to release their teachers for even part-time to work in it, and some have tried to unload their least competent people to undertake this most difficult task. The established professors do what they can to discount the work of teachers in General Education. They ask for one more minute addition to the subconstructs of the construct that has given us atomic fission and fusion, not aware that the release of student powers through General Education may be, in the flow of centuries, a more powerful force for the peace, security, and happiness of mankind than all the unshackled energies of the atom.

In the face of this conservative and protective behavior, it is the job of the administrator to see to it that his teachers in General Education get a break. He must so plan that these people get their advancement in rank and salary, their annuity and retirement insurances, their sabbatical leaves, their appointment to faculty policy and operations committees, in the same way and to the same degree that those who teach history, sociology, or chemistry get theirs. He must reward one who discovers a better way to use one of the tools or techniques of General Education as much as one who finds out how to frustrate a rat, or what Anthony really said to Cleopatra, or whether Shakespeare left his second best bed to Anne Hathaway.

If the administrator can steel himself to maintain these balances, can budget his own time and the institution's money to give adequate support to General Education, and can follow at least most of the lines of operation suggested here, he may develop an adequate program.

Evaluation as an Aid to Instruction

A professor often can tell from the results of a test he gives what things require no further teaching and what things need further attention in class. That the evaluation process can help the teaching process in many equally direct as well as indirect ways is shown in the following article which has been condensed by permission from the new book ACCENT ON TEACHING (Sidney J. French, editor. New York: Harper & Brothers, 1954, xii + 334 pp., \$4.75) which was reviewed in the November issue. Doctors Dressel and Mayhew are associates in the teaching and examining program of Michigan State College.

By PAUL L. DRESSEL
LEWIS B. MAYHEW

Since the heart of any education program is instruction—interpreted in its broadest sense—the most significant contribution of evaluation must be improvement of instruction. Evaluation and the evaluative frame of mind suggest many techniques and materials which can be used to enrich the educational experience of each student. The measurement aspects of evaluation have been given thorough treatment in many works. The instructional possibilities of evaluation have been discussed to a considerably lesser extent.

PEER REACTIONS

The actual responses made by students frequently are artificial for the reason that the students are writing or speaking to impress teachers rather than to communicate ideas to peers. One way of reducing this artificiality lies in encouraging students to rate each others' work, not in addition to ratings made by teachers but in lieu of them.

Asking students to judge the work of their peers requires careful preparation. Not only must questions be carefully prepared so as to indicate precisely what is desired, but the teacher and students must develop criteria to be used in judging the responses. If, for example, a teacher plans to assign several written exercises to a class, the first of the series might be treated as a training device. All the papers of this first group would be read by the teacher and several examples given detailed criticism in the form of legible, intelligible, marginal comments. All papers except these

few would be returned to the students. Following a short discussion of the assignment and what might be expected of a paper submitted in response to it, one example could be shown on a screen by means of an opaque projector. Then, item by item, the example together with the marginal comments could be analyzed. After the students have completed the second assignment, the teacher might conduct a short discussion of the criteria to be used in rating it and then distribute to the class the unread papers with instructions to read them, and return them at the next period. At that time the opaque projector could again be called into play and a discussion of several themes and their ratings carried on. The teacher should make periodic checks on the work done by the students, but such checks would consume only the time normally devoted to rating the written output of the class. By using the students themselves as raters the amount of written work demanded of the class can be increased with all the educational values incident to written work. In addition, a whole series of concomitant values derived from rating the work of others, such as a review of learned materials or making an analysis and synthesis of materials in order to evaluate work effectively, will accrue.

Students may be asked, in judging themes of their peers, to record specific elements which made a paper an effective or an ineffective one. Collection of these notes over a period of several terms or semesters would provide a basis for building a rating procedure which would be meaningful to students.

The rationale upon which student rating of written work is based can be adapted to oral communication. Once criteria for rating have been specified, students may be asked to judge a variety of oral communications of their fellows. Where all students are using the same criteria in evaluating each member of the class, the resultant index of effectiveness of each speech has been found to be at least as reliable as if the teachers alone had assigned a grade. In addition, the teacher is freed from a laborious job in order to concentrate on aiding students to express themselves more effectively about the subject. Even more important are the educational values for students. Being required to be critical of the

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oral communications of others may be expected to have its effect on the student's own speech and to make him conscious that the act of communication cannot be separated from the audience reaction.

Asking students to judge each others' blackboard performance, laboratory skill, facility in group participation, or ability to present oral reports all are techniques based upon the same principles of learning: (1) Motivation is increased as the realism of the problem is heightened by requiring that the communication or performance be addressed to their peers. (2) Synthesis and integration of material by students who rate the performance are facilitated. (3) Retention by both performer and rater is increased. The student evaluating the work is required to restudy the material in order to do an adequate job of rating. The student doing the work in the first place is able to know quickly how well he has succeeded or failed in communicating with his peers.

ANALYZED MODELS

A number of evaluative techniques which are adaptable to use in training students to judge work of their peers are equally appropriate for other kinds of instruction. A modification of the case-study method has been used successfully as an examination device in the field of the natural sciences. A fairly long description of some historically important experiment is presented. After the beginning phases of the description have been read the students are presented with questions designed to test their ability to understand the experiment thus far and to extrapolate from the facts presented. More of the same experiment is described and more questions asked until the student is led to the final solution arrived at by the original investigator. Students are then asked to render a judgment as to the soundness of the conclusion. As a teaching device this technique has perhaps even more to commend it than as a testing device. The student is forced, periodically, to make some decisions. As the experiment unfolds he is able to test the soundness of those earlier solutions, and if necessary, to revise his judgment.

PAPER-AND-PENCIL ACHIEVEMENT TESTS

Essay tests, apart from whatever measurement uses they may have, possess several unique values important in instruction: (1) Students to be tested by essay questions seem to make a some-

what different preparation than they do if they know a test is to be of the short-answer variety. Students seem to seek the larger significance of learned materials. They attempt to generalize and integrate in place of attending to specific details.

(2) Students given essay tests must express themselves in writing. Frequent use of essay materials is especially pertinent to counteract the effects of increasing reliance on machine-scored tests for purely measurement purposes. (3) Essay questions provide the possibility for students to do creative work in making an analysis of a problem and in providing an answer out of their own experience.

Teachers have learned from experience a fact about testing which research is only beginning to verify: that the testing situation is an ideal learning situation. The student is somewhat tense and shows considerable inclination to remember what he reads on an examination. Various methods have been suggested to capitalize on this phenomenon: returning test papers soon after an examination and providing class time for discussion of the questions; techniques which enable the examinee to see his error as he has made it while at the same time leaving a record of mistakes made; asking students to correct their own papers.

INVENTORIES, SCALES, AND CHECK LISTS

When simple, easily administered and interpreted devices for the measurement of attitudes, the assessment of values, and the appraisal of beliefs began to become available, teachers attempted to use them in classrooms. Through their use, these teachers frequently became concerned about what they were doing to affect these traits. The teaching uses of measures of attitudes, values, and the like stem for the most part from the motivational effects of the test situations. A course called Effective Living based an entire teaching unit upon student use of a scale called *A Study of Values* by Gordon W. Allport and Philip E. Vernon. Students first took the inventory which revealed which of six values each student regarded as highest. This led to a discussion of personality types and the implications such types had for society. Throughout the discussion, however, each student maintained his own score as an orienting factor.

Teachers have at their fingertips the raw materials out of which all attitudes, values, opinions, personality, and interest inventories are

built. From students' themes, written work, oral expressions, and even achievement on objective tests, a teacher can infer a great deal about their attitudes, beliefs, interests, and aspirations. Once the teacher is in possession of this kind of knowledge, ways are open for modifying a course to fit these emotions. For example, from a first paper a teacher detects that many students are hostile toward courses in the humanities. If they are hostile, it can be assumed that they will reject whatever values the humanities teacher is trying to develop. Thus it appears that the first task which faces the teacher is that of reducing class hostility.

Similarly, it might be found from administration of a personality test that a number of the class might be described as having rigid, authoritarian personality structures. These people would be inclined to resent or even to reject certain methods of teaching. Thus in order to affect their behavior, techniques suited for that type of personality need to be found. In addition to providing the teacher with this information, generalized discussions of the results of a personality test by the teacher may help underscore for students the importance of individual differences.

AUDIO-VISUAL AIDS

If the point of view that evaluation techniques have educational value beyond that to be found in their purely measurement functions is accepted, the role audio-visual aids might play in their utilization should be obvious. Visual aids furnish a method by which students can be guided step by step through intricate analyses without the loss of attention which characterizes other techniques. The Vu-Graph, motion picture film, Thinkometer, test board, and many other devices now available, ranging from maps to audience-reaction indicators, are adaptable to evaluation situations in either a measurement or a teaching capacity. A model of a human body, a reproduction of a masterpiece of painting, a scale model Roman camp, or a tape recording of a class discussion all make appropriate objects of series questions.

The limit of their application is set by cost and the ingenuity of the teacher.

GUIDES TO USE

Awareness of and adaptation to the varying individual backgrounds, needs, and interests of students is a characteristic of good instruction. For example, recognizing that effective writing is the ultimate aim, most communications teachers permit students a considerable range of choice on the topics upon which they write. Since evaluative thinking is always based on course objectives and is always concerned with the effect on students of an activity, there is insurance that the practices growing out of such thinking will be truly significant rather than being simply routine busy work.

A second principle recognized in good instruction is that students work harder and achieve more when assigned tasks assume significance for them. Motivation commonly results from active participation. An evaluative analysis of the relation between daily class work and ultimate objectives should result in development of a number of specific tasks usable both in and out of class to give the student opportunity to replace passive listening by active participation.

The reaction that no improvement was evident is common on the part of students and even of instructors. It is probable that this judgment is made simply because there is no tangible evidence available from which improvement may be judged. Pretesting has value not only in providing useful information for instruction but also in providing a benchmark against which improvement at later periods may be assessed. The availability of a variety of evaluation devices or tasks which students can attempt when, in their judgment, they are ready is a concrete device to provide assurance of improvement. Such assurance also has profound motivational effect.

SUMMARY

It appears justifiable to argue that the approach to instruction through consideration of the evaluation problems can suggest many specific devices to enrich the learning process.

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Why Are We So Dumb?

Europeans learn the languages of their near neighbors for practical reasons. Now all countries are our near neighbors in our modern "One World." Can we continue to neglect the study of languages when "exchange of persons" is carrying Americans to the ends of the earth? The director of the Division of Arts and Letters and professor of English at Colgate University expresses concern over findings reported in the August 1953 issue by Woodson W. Fishback.

By LEO L. ROCKWELL

In the August issue of *IMPROVING COLLEGE AND UNIVERSITY TEACHING*, a report by Woodson Fishback summarizes the results of a questionnaire study on desirable elements in the preparation of college teachers.

Basing his report on the replies received from respondents representing 276 institutions of higher learning, Mr. Fishback has listed, in the order of importance assigned them by these representatives, twenty-four "curricular elements." In this list, ranked far below such items as "assignment to important faculty committees as observers" and "knowledge of the major trends in curriculum practices at the college level, with emphasis on current problems in the field of general education," appear as No. 24 and last "Satisfactory reading knowledge of two foreign languages", and as No. 23, next to last, "Satisfactory reading knowledge of one foreign language."

This ranking explains my title. And the answer is easy: we are so dumb (silent, unable to communicate) because we are so dumb (stupid, lacking in understanding).

To a considerable extent the benighted attitude revealed in the study is the result of a counsel of despair exemplified in the semantic change which has recently taken place in the phrase "general education." For years that phrase had a clear and valid meaning. But since the war it has been so mistreated that it has lost any clear significance. If one uses it at all today, it should be put in the plural.

In some colleges the term is considered equivalent to the new term "core curriculum", a program of courses regularly required in the thirteenth and fourteenth grades, and regarded as completing a student's "general education."

But with rare exceptions, foreign languages are not considered a proper part of this "core curriculum."

Now there are certainly some college students whose talents do not include the ability to profit from a study of a foreign language. But there are also many who are being deprived of an essential element in a first-class education by this narrow conception of the basic elements in schooling.

There are probably some college teachers who could carry on their work not too badly without the perspective which foreign language study, intelligently pursued, will afford. Of course such study is not always intelligently pursued. Guidance by the blind leading the blind often postpones elementary study of a language to the graduate school. There it is carried on at great cost of time and energy which should be devoted to more advanced studies in the student's field.

But it is not merely the requirement of a reading knowledge of two or three foreign languages, which the good graduate schools demand that makes such study desirable at a lower level. It is also the fact that we are living in the twentieth century.

Some years ago a few of us were talking to Earl McGrath, even then known as a leader in educational philosophy. He was somewhat doubtful as to whether foreign languages were really a legitimate part of our basic education. But then like Mr. Smith, Mr. McGrath "went to Washington." As Federal Commissioner of Education he attended many conferences. In his article "Language Study in World Affairs" (*Modern Language Journal*, May 1952) he relates some of his experiences. At one conference, he tells us, "the United States was represented by five persons all of whom had no less than nineteen years of formal schooling, and all of whom held the Ph.D. degree. Yet no one of them could use another language well enough to carry on a private conversation fluently, to say nothing of addressing the conference formally from the floor." The Egyptian delegate not only addressed the group in faultless English and precise French, but carried on a conversation with the German representative in German.

Mr. McGrath's experience is but one of many similar occurrences which have embarrassed

Americans abroad and at home. Yes, at home; I myself, speaking German and Spanish fairly well, have in the recent past had a dozen opportunities to use these languages in this country, while unilingual fellow-citizens looked on in amazement.

Our wiser and more experienced educational leaders realize the deficiency in the schooling of the present adult generation, and would like to see it rectified for the young Americans who will assume leadership in the next half-century. President Wriston of Brown wrote not long ago: "... schoolmen insist that foreign languages are not important. They are taught grudgingly, therefore poorly, and then it is declared that the results do not justify them. In a day of 'motivation' the educators provide none, and say it is the fault of someone else. The cold fact, stripped of all wishful thinking, is that the 'common man' has more contact with foreign languages than ever before in history. If education does not see that, it is a blind spot."

And if the common man, how much more the college teacher! Even now "exchange of persons"

is carrying Americans to the ends of the earth, and more than one of my friends has expressed regret that the language barrier had prevented his mission abroad from being as useful or as enjoyable as it would otherwise have been. It is certainly ironic that in the Air Age a reading knowledge of foreign languages should be ranked last among elements desirable in preparation for college teaching.

Even more discouraging is the fact that 276 'representatives' of colleges and universities who did the ranking are the very ones who exercise a disproportionate influence on choice of studies. Of them 209 were deans or directors of instruction; 18 were presidents; 17, vice presidents; 14, departmental or divisional heads; 5, registrars; 6, professors.

"O tempora O mores." (That's Latin, Deans.) It is almost certain that had there been 209 professors and 6 deans, the result would have been quite different. But so long as administrators ("educators") are custodians of the sacred torch, one can only cry "Quis educabit educatores?" (That's Latin, too.)

Heritage of All Men

"What constitutes the bulwark of our own liberty and independence? It is not our frowning battlements, our bristling seacoasts, our army and our navy. These are not our reliance against tyranny. All of these may be turned against us. . . . Our reliance is in the love of liberty which God has planted in our bosoms. Our defense is in the spirit which prizes liberty as the heritage of all men, in all lands everywhere. Destroy this spirit and you have planted the seeds of despotism around your own doors."

ABRAHAM LINCOLN

Quoted in: The Writings of Abraham Lincoln, Arthur Brooks Lapsley, Editor
New York: G. P. Putnam's Sons, 1906.
Vol. Five. Page 14.

Latin and the Student of English

Despite the diminished attention it gets, Latin contributes a vital strand in a golden thread that runs through English language and literature. Can a student majoring in English dispense with it? The dean of Nazareth College asks and answers this question.

By SISTER MARY RANSOM, S.C.N.

Every student of English Literature should have a sound foundation in Latin—both the language and the literature. It is regrettable that students of English are sometimes led to believe that Latin is merely a tool for English vocabulary study.

DICTION AND STYLE

The English major should possess as the final result of his education an understanding and an appreciation of all mankind. This final result presupposes several intermediate achievements. To understand the people who constitute mankind one must understand their language, for it is through language in sign, in speech, or in writing that all people make themselves known. To appreciate, to be in sympathy with people, one must not only learn their thoughts and observe their actions, but also communicate to them one's own ideas, express to them one's own emotions. There must be an exchange, reciprocation.

An accepted pedagogical technique is that of beginning with the known and working toward the unknown. It is to be expected, therefore, that the student of language begins with a study of his mother-tongue. The English major, then, must know his own language well, his language as it is written and spoken today and also as it was written and spoken in every century from the sixth to the twentieth. When he approaches sixth century English he finds that although the language is basically Germanic in structure and in vocabulary, it is written in the symbols of the Latin alphabet. As he takes up the prose of the early seventh century he finds that the most important English prose writer, the Venerable Bede, wrote in Latin, that his most important work, *The Ecclesiastical History of the English Nation*, was not translated into English until the ninth century, when Alfred the

Great, regretting the decline in education, had many Latin works translated so that even the unlearned might have access to them.

Taking giant strides, let us follow our student into the Middle Ages where he will read such lyrics as "Confiteor," "The Best Song As It Seems to Me," "Of One That Is So Fair and Bright," and "Quia Amore Langueo." To quote only a few lines from these poems:¹

She made compleyn thus by hyr one,
For mannes soule was wrapped in wo:
"I may not leve mankynd allone,
Quia amore langueo
The best song as hit semeth me
peccan:em me cotidie.
Of on that is so fayr and bright
velud maris stella
Brighter than the day is light
parens et puella.

In the Renaissance he is mystified by the prose of Sidney and Llyly if he has not heard the cadences and balanced sentences of Cicero. He certainly lacks appreciation of Milton's prose if he is not acquainted with the style of Roman oratory.

Thus, from a consideration of language, one advances to a consideration of style, for diction and style are so closely related that one cannot be considered thoroughly without the other. And bound up with diction and style are the ideas and emotions they jointly express.

HUMAN EXPERIENCE

Beginning once more at the beginning, it would be well to consider the advantage to the student of bringing with him to the study of Old English a knowledge of Latin literature. Even as a college sophomore such a student becomes interested in the scholarly arguments about the probability that the seventh century—shall we say "editor"?—of the *Beowulf* had read the *Aeneid*.

To what advantage? He grows in the awareness of the unity of human experience. If he is impressed by the arguments in favor of the *Beowulf*'s being influenced by the *Aeneid*, he becomes aware of the cross currents of culture. If, on the other hand, he is convinced that the similarities of the two works are due simply to

¹ *Vide College Book of English Literature*, Edd. Tobin, Hamm, Hines; New York, American Book Company, 1949, pp 70-73.

College anthologies were used purposely in this paper in order to insure the use of only such material as the average college student would find in his text.



the fact that both treat of human beings, he realizes that human beings experience the same emotions, think similar thoughts, perform similar deeds in all countries at all times.

As the year wears on, the surveyor of the field of English literature takes up Medieval English drama. Immediately he is referred to Karl Young's *Drama and the Medieval Church*. There he finds the key to the heart of Medieval Europe—but only if his Latin courses have prepared him to use the door after he has turned the key. What a pity to miss the simple beauty of the original *Quem Queritis?* and of other Medieval Mystery Plays!

As he reads Spenser's *Faerie Queene*, following Duessa into the forest of human trees, the classical relationship is evident, if the student has read the Sixth Book of the *Aeneid*. He also enjoys similar experiences when he reads Shakespeare and other Renaissance writers.

In the eighteenth century the student meets the neo-classicists. If he has never become acquainted with the classicists he must take the professor's word for it that his new acquaintances are both like and unlike their predecessors. And what teacher is satisfied with parrot answers? Furthermore, what student profits by parrot methods?

Then, as he takes a stream-lined path through the nineteenth and twentieth centuries he sees that the best writers have inherited Latin both directly and indirectly. Take Newman, for example. His writing shows a close kinship with Latin prose, which he could have obtained only at first hand; and also with the whole stream of English prose which has absorbed so much of Latin language and Latin literature.

This section must close with a note of sympathy for the pitiable college student, who because of his lack of Latin study, misses half the fun of *A Phoenix Too Frequent*, of *Venus Observed*, or of any other of Christopher Fry's delightful verse dramas.

TEACHERS CAN BE HELPFUL

Christian culture is so filled with Latin language and Latin literature that the student must study Latin in order to participate in this culture to any extent. Teachers, then, must make the study of Latin very interesting in order to increase the number of students who are receiving a truly cultural education.

If teachers of English err in encouraging the study of Latin only on the basis of its being helpful in the study of English vocabulary,

making Latin seem a mere tool, teachers of Latin also make mistakes occasionally.

There is one particularly untactful approach that Latin teachers sometimes use. In order to impress students—and also teachers—with the importance of the study of Latin, they make it seem that the English language could not have survived had Latin not come in with its vocabulary and grammar to set it aright. Unintentionally classical scholars assume the attitude of a conquering nation, and students and teachers inwardly rebel at this attitude.

Despite its innumerable Latin words and its adopted use of Latin Grammar, English is a Germanic, not a Romance language. When proponents of Latin bypass this fact, they obscure the truth and thereby lessen their influence.

Those who would make a case for the study of Latin would do well to adopt the attitude of Mr. Shafer of the University of Cincinnati, who, in discussing the advent of Augustine and his companions, who brought Latin into England, states:

The English grasped eagerly at the opportunities thus placed before them, thereby showing from the very beginnings of their history a characteristic which through the centuries has been of primary importance in their development. The background of English intellectual, literary, artistic history is a series of external or foreign influences, so that the superficial student may be tempted to wonder if English literature is not a derivative phenomenon, a series of more or less distinguished imitations or adaptations. Yet the English character is unmistakable, and its impress is stamped no less firmly upon English literature than upon English political or social institutions. And the truth is that the English have been endlessly receptive, but have never been overpowered by foreign influences; rather, they have discovered themselves through them, and in doing so have made the foreign things their own and have built upon them.²

This attitude is more complimentary toward Latin than is the "conquering" spirit; it is certainly the more tactful approach.

A. C. Baugh writes:

Much nonsense has been written on the relative merits of the Teutonic and romance elements in the English vocabulary. . . . The richness of English in synonyms is largely due to the happy mingling of Latin, French, and native elements. . . . it is more important to recognize the distinctive uses of each than to form prejudices in favor of one group above another.³

The student of English, then, should study Latin in high school and in college. English lan-

² Robert Shafer, *From Beowulf to Thomas Hardy*, New York, Doubleday, Doran, 1939, p. 7.

³ A. C. Baugh, *History of the English Language*, D. Appleton-Century Company, New York, 1935, pp. 230, 231.

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College Student-Teacher Relationships

Is college teaching, needed to improve by the demands of mature G.I.'s, again relapsing into downright illness? Two associate professors of education at North Texas State College ask some questions and suggest some answers. One of them is the author of an earlier contribution to this journal.

By CHESTER S. WILLIAMS
EARL W. KOOKER

College teaching is downright ill, failing rapidly. Given a shot or two from GI's after World War II, when mature students needed instructors into temporarily improving their teaching procedures, the college teacher has relapsed into a coma. Why is his instruction so ineffective? What can he do to improve it? Old-fashioned remedies having drastically failed, what new medicine should he take?

COMPLAINT DEPARTMENT

In the first place, he believes he is properly acting out his role. Did not his own teachers teach this way, dispensing knowledge, with scholarly lectures, in return for tuition paid? Did not his masters believe that students should be seen and not heard? Did not they, too, serve as a judge of student-competency when the subject matter was handed in—back? No wonder he is a backward teacher teaching backward, although historically he is in respectable company, even if the lecture method should have lost a good deal of its popularity with the invention of the printing press.

Secondly, not only does he mimic his own teachers, but more likely than not has had no training in college teaching, having instead manufactured soap, specializing merely in his teaching field. His educationalistic brother-in-arms (too

Latin and the Student—Concluded

guage and English literature have become so closely associated with and so influenced by Latin language and Latin literature that one does not know English well if he does not know Latin. Since this is so, both Latin teachers and English teachers should use all of their resourcefulness to inveigle high school and college students into Latin classes and to keep them there as long as practicable.

often his armed brother), on the contrary, may have had some exposure to effective methodology, but the typical teaching fellowship is not too painstakingly supervised, with the result that the budding pedagogue may not only by himself get into bad habits at a tender age but may not get past the verbalistic stage in acquiring promising attitudes toward the teaching process.

Today's and tomorrow's task calls for active, intelligent, aware, well-adjusted citizens fit to work and play creatively in a changing world, to put the matter both tritely and truly. The college instructor's job, therefore, in undergraduate general education is mainly one of changing behavior by means of resources, not only human ones but those which are man-made. (To those who consider us to be ultra-Progressive, we mean here to include books.)

It is indeed a paradox that with such a tremendous task confronting him the college teacher too frequently employs the lecture method and assign-study-recite techniques, now and then prodding the undergraduate with pop quizzes and the threat of the academic blacklist, the less than gentleman's grade of C. With some excuse, because of large classes and the pressure of clitter-clatter committee work, together with legitimate departmental and intradepartmental responsibility other than teaching, he does not know his students except as they are represented as names in his grade book.

TOWARD MORE EFFECTIVE PROCEDURES

Redundant as it may sound, one must know his students if their operational outlook is to be changed for the better. The teacher must, accordingly, discover where the student is, intellectually, emotionally, and spiritually, before he can ascertain whether any change has taken place and also learn what he, the instructor, has effected while playing the role of catalytic agent, utilizing the environment and course content cooperatively considered worthwhile. The findings of psychology tell us that effective learning is not a passive process and that 'pouring it in' is not the most promising means of teaching, particularly when the teacher cannot be certain that the student has not sprung a leak. (This is not to imply that the lecture method does not have some legitimate uses.)

How, then, may we get to know our pupils?

Some helpful information concerning the student may be gleaned from the contents of an information sheet which might include such items as his marital status and number of dependents, whether he's on the night shift at Joe's Lunch, and his socio-economic and general cultural background. Academic ability tests, together with the results of interest and attitude tests, also serve as a vital source of data. And not to be forgotten are the personality inventory and problem checklist. In addition, initial interviews, as well as those which should be held later on in the course, may prove helpful. Furthermore, while students work together in cooperative endeavor in class, further valuable information will constantly come to light, attitudes toward concepts (being developed, of course, through content), abilities relative to self-expression, working together with others, finding points of agreement and disagreement, and solving problems. Sponsoring student activities also may prove highly rewarding.

What is the teacher's role in working together with the class in the search for truth, in an endeavor to assure that concepts have real operational meaning, in an attempt to help the students become more socially and culturally competent?

First, he does not determine the task but, rather, helps the students build their own objectives in relation to the general content of the course. Second, he aids the students in deciding

which activities and resources are most advantageous to assure effective learning, working with his pupils as he would his colleagues. Lastly, he serves as a guide in setting standards of achievement, not granting freedom without responsibility, not permitting "lazy-fare", willy-nilly self-evaluation, yet not pretending to be democratic and then pulling a feint and throwing the student into one (a faint).

Finally, in individual relationships with students he must be a patient listener, non-directive at times, yet willing to be definitely constructive when he is certain that the student has made an honest effort to do his best work on a self-initiated problem-solving task, and positively critical in leading persons who fail to face their own inadequacies to square their future actions with painful facts. Need we add that the "counselor" must be reasonably accessible for student conferences?

In conclusion, if today's college teacher dares break away from tradition's tenacious tentacles, working *with* students instead of *on* them, if for "my class" he will substitute "our class" and for "the grade I give you," "the grade we decide upon," such remedies may cause the ailing instructor to be on the mend and classroom learning to become a real living experience, contributing to one's total development in an age where learning to live fruitfully together is definitely more desirable than being H-bombed en masse.

Training for Fit Reaction

"You should regard your professional task as if it consisted chiefly and essentially in training the pupil to behavior, not in the narrow sense of his manners, but in the widest possible sense, as including every possible sort of fit reaction on the circumstances into which he may find himself brought by the vicissitudes of life."

WILLIAM JAMES
Talks to Teachers.
New York: Henry Holt and Company.
1916. Page 28.

A Laboratory in Higher Education

From a four week laboratory including discussions, small group meetings, and individual conferences, participants reported that they were able to apply results to their teaching, had obtained a broader view, and improved their professional relationships. The following report is by the Professor of Higher Education and Director of Institutional Research, University of Buffalo.

By RICHARD M. DRAKE

For the past three summers the writer has been the coordinator of a Laboratory in Higher Education at the University of Buffalo. The program was designed to cover a four week period during which time the students were able to obtain four semester hours of credit. Those desiring six hours of credit continued on for two more weeks on a "problems" basis. A two hour period in the forenoon was established for regular meetings while other small group meetings were scheduled for the afternoon. Informal luncheon meetings have become an integral part of the experience.

The staff was comprised of visiting lecturers—specialists in higher education and members of the University of Buffalo faculty. Among the visiting lecturers were Dr. Ruth Eckert, professor of higher education at the University of Minnesota, Dr. Carroll V. Newsom, associate commissioner of education of New York State, and Dr. C. Robert Pace, chairman of the Department of Psychology at the University of Syracuse. From the University, contributions have been made by the Chancellor, dean of administration, dean of education, dean of students, and members of the academic faculty.

Through the cooperation of the University Library it was possible to obtain a large, informally arranged room for general sessions, several smaller rooms for small group meetings, and a room housing a special library of books and materials on higher education. In the University Student Union a room was set aside for daily luncheon sessions.

The Laboratory members were engaged in four major types of activities: (1) large group discussions centered around important trends, current issues, and problems in higher education; (2) small group meetings made up of persons

who wished to probe more deeply into some particular aspect of the program, such as personnel services, general education, improvement of instruction, or evaluation; and (3) individual conferences which provided an opportunity for students to get assistance on specific problems from specialized staff members.

The activities of the Laboratory were planned with the needs of three groups in mind: (1) prospective college teachers who had completed at least one year of graduate study and wished to gain a general orientation to college and university problems, (2) college faculty members who were interested in a more systematic study and discussion of these matters, supplemented by work on some problems or problem of special concern, and (3) elementary and secondary school leaders who wished to explore recent college developments, and the meaning of these for their own programs.

An evaluation of this experience was attempted by obtaining the reactions of the participants at the conclusion of the four week period and again after a year's time had elapsed. Changes were made in the Laboratory the ensuing summers as a result of these comments. Lack of time appears to be the most common criticism of the experience. Either more hours should be devoted to the Laboratory during a four week period or the period should be extended to six weeks. A few criticisms grew out of the fact that this type of procedure was a new experience for some of the students and they had difficulty adjusting to a situation involving much informality, a minimum of specific direction, and considerable student responsibility. Curiously, the very features that aroused these latter adverse criticisms were also responsible for a majority of the many favorable reactions. Among these were the opportunity afforded to exchange ideas and engage in group discussions of common problems, and the informal treatment of the participants. Also mentioned was the advantage of having resource materials readily available and the value of having visiting specialists.

Reactions obtained from the students who were a year removed from the Laboratory experience indicated that a high percentage (75%) applied the techniques to their teaching, 71% had developed a broadened point of view and a

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Lo! . . . The Professor Passeth

A certain company of students were sitting restless in their seats, the hour already being late, while their professor beyond the open door engaged in conversation with one of his fellows. And his conversation was of such nature as the fishes in the brook, the pheasants in the field, and such other matters of great import to college teaching.

Now it came to pass that the rumblings of the multitude in the classroom pressed upon the professor, and passing within he closed the portal behind him with a shudder. His raiment did shine, yea a cloak of many colors. His tie was as a burning bush, his coat the green valley, his shirt the azure blue of the sky, and his socks the luster of the fuchsia.

And he sat and taught the multitude. The coeds and the collegians watching him did make all manner of sport at his idiosyncrasies—his shrug, his jingling keys, his sniffles. Among the company there were those who, with proper and orderly questioning, would have led him astray from his chosen discourse; but he heeded them not. Others made unto him all manner of supplications, for they were desirous of knowledge, but he did forbid their interruptions. Yea, he rebuked them and suffered them not to speak again, because he was the professor.

And lo! he arose before them and passing to the casement did fling it wide, whereupon great

clamor arose among the coeds of scanty attire, and the collegians did murmur one and all. Ignoring them, he went to the blackboard, his back to the class, and there spake low and at a rapid rate, hiding with his body that which he writ in small and faint hand so that those unfortunates in the rear were sore beset to understand.

And it came to pass that he wandered from the subject; verily, he did wisecrack repeatedly and without point. Tossing his chalk from hand to hand, whilst whisperers did lay odds he would drop it, he said "I" and "I" and "I" in most humble manner, and coeds in the front row did tally his "I's" in great number.

And he delivered unto them sheets of paper, for he fain would test them, giving them many questions and little time to answer, and there was weeping and gnashing of teeth.

And after all these things, and many others, had passed away, lo! the bell sounded, closing the hour. But he did ignore it. Then there began a slamming of books, shuffling of feet, and a pointing to watches, whereupon at length he hurriedly made an assignment for the period to come and suffered them to depart.

Straightway, lest lingering questioners molest him, or make light use of his time, he did gather up his materials and pass from the room and thence, content unto himself, to the sanctities of his office. And soon thereafter did he foregather with a company of his colleagues who in their teaching were like unto himself and they did discuss the foibles and anachronisms of other departments, making bold of their own superiority and agreeing to shun all ways of folly and error. And when at last they made an end to their conversation and had finished their coffee, they went severally their separate ways, each of them serene in his heart that his teaching was irreproachable and he would dwell in the hearts of his students forever.

DUANE E. YOUNG

A Laboratory in Higher Education—Concluded
changed attitude toward their students, and 25% stated that they had improved in their professional relationships and contributions.

The staff members who have contributed to the Laboratory concur with the judgment of the coordinator that this has been a most valuable learning experience for the participants and should be a continuing offering of the University of Buffalo summer session.

